# *What They Mean for Colleges and Students*

—Jacob K. Javits Fellowship Program for graduate students in the arts, humanities, and social sciences.

—Graduate Assistance in Areas of National Need fellowships in biology, chemistry, engineering, mathematics, and other fields.

■ Creates the Faculty Development Fellowship Program of grants to colleges or higher-education groups to help minority faculty members or undergraduates finance the education they need to advance their careers in academe.

■ Continues a program to provide annual grants to the Council on Legal Education Opportunity to help low-income, minority-group, or educationally disadvantaged college graduates pursue law degrees.

■ Continues a program that provides grants to law schools to pay 90 per cent of the cost of programs that provide students with clinical experience.

■ Creates a program to provide grants to colleges or consortia of colleges to involve undergraduates who are female or are members of minority groups in research activities designed to interest them in graduate education.

### Other aid programs

■ Repeals the Income-Contingent Loan Program in existence on 10 campuses since 1986, allows the outstanding loans to be converted to Perkins Loans, and permits institutions to transfer any remaining funds to work-study, Perkins loans, or Supplemental Educational Opportunity Grants.

■ Establishes a demonstration program under which the government would repay the Stafford loans made after October 1, 1992, for borrowers who teach full time in shortage areas, who volunteer for the Peace Corps or other non-profit agencies, or who serve as full-time nurses in public hospitals, rural health clinics, or acute-care facilities.

■ Requires the Education Secretary to begin a program to encourage employers to assist employees in repaying student loans through means that may include payroll deductions or cash assistance for loan payments.

■ Creates a program that allows the Education Department to offer alternative repayment options to high-risk borrowers who request them.

■ Creates the National Student Savings Demonstration Program to provide grants to five states to operate college-savings programs, which may include some contribution from the state and up to $50 a child from the federal government.

■ Continues the High School Equivalency Program and the College Assistance Migrant Program to educate migrant workers and their children about college opportunities and to help them succeed when they enroll.

■ Repeals the Veterans Education Outreach Program, which provided grants to institutions that enrolled more than 100 veterans.

■ Increases the authorization for payments to colleges that provide child-care services for disadvantaged students.

## New Spending Ceilings

| Program | 1992 Appropriation | 1993 Ceiling |
|---|---|---|
| Pell Grant | $2,400/year | $3,700/year |
| Supplemental Educational Opportunity Grant | $577,000,000 | $675,000,000 |
| College Work-Study | $618,000,000 | $800,000,000 |
| Perkins Loans | $171,000,000 | $250,000,000 |
| Income Contingent Loans | $5,000,000 | 0 |
| State Student Incentive Grants | $72,000,000 | $105,000,000 |
| Paul Douglas Teacher Scholarships | $15,000,000 | $26,000,000 |
| Christa McAuliffe Fellowship Program | $2,000,000 | $20,000,000 |
| Patricia Roberts Harris Fellowship Program | $18,000,000 | $60,000,000 |
| Jacob K. Javits Fellowship Program | $8,000,000 | $30,000,000 |
| Graduate Assistance in Areas of National Need | $28,000,000 | $40,000,000 |
| Urban Community Service Grants | $8,000,000 | $20,000,000 |
| Grants for Academic Facilities * | 0 | $350,000,000 |
| National Early Intervention Scholarship and Partnership Program * | 0 | $200,000,000 |
| Presidential Access Scholarships * | 0 | $200,000,000 |

* New program

### Changes in application process and other procedures

■ Expands the pool of people eligible to use a simple aid application to include those who file 1040A or 1040EZ federal tax forms and whose families earn less than $50,000.

■ Requires the use of a single, free application for federal aid programs that may include up to eight questions that states may use to award state aid.

■ Permits colleges and states to require a second application for state or institutional aid, but requires that fees for such applications be "reasonable."

■ Specifies that data are owned by the Education Department and that processors cannot enter exclusive arrangements with banks, guarantee agencies, or others without the Education Secretary's written approval.

■ Requires the Education Department to develop within 240 days of enacting the law a re-application system that allows students to update data from the previous year without filing a whole new application.

■ Requires preparers of aid applications to include their name, signature, address, Social Security number, and organizational affiliation on the application.

■ Prohibits institutions from assessing late fees or other penalties against students whose loan checks are delayed because of the government's requirement that checks not be cashed until 30 days after the start of instruction.

■ Requires eligible institutions to have refund policies that repay aid recipients for unearned tuition, fees, room and board, and other charges if they withdraw up to 60 per cent of the way into the enrollment period.

■ Decreases the default-rate threshold for making institutions ineligible for student loans to three consecutive years of default rates above 25 per cent.

■ Eliminates the requirement that borrowers older than 21 have a good credit record or a co-signer to receive loans.

■ Requires that institutions allocate at least 5 per cent of supplemental grants, work-study, or Perkins Loans to part-time students if their need level represents 5 per cent of the institution's total need.

■ Requires institutions that enroll "a significant number" of part-time or independent students to use "a reasonable proportion" of administrative fees received from the government to provide student-aid services at times and places that would be convenient for those students.

■ Requires institutions that return more than 10 per cent of their aid funds in a year to have their allotment reduced in the subsequent year.

■ Provides that borrowers whose student-loan debts exceed 20 per cent of their gross income may request and be granted the right to cease payments or make smaller payments for 12-month intervals, not to exceed three years.

■ Requires borrowers to be notified within 45 days if their loans are transferred, thus requiring them to make payments to a different party.

■ Requires guarantee agencies to provide colleges with lists at a reasonable fee of former students who are delinquent in loan payments so the colleges may encourage them to repay their loans.

■ Allows guarantee agencies to refuse to make loans to students if their institutions have student-loan default rates above 25 per cent, have not participated in the loan programs for the previous 18 months, or are the subject of a suspension or termination proceeding—provided that the Education Secretary does not require the agency to make the loans.

■ Requires the Education Department to offer income-contingent repayment schedules to borrowers whose loans have been assigned to the department for collection.

■ Requires guarantee agencies to establish policies that allow defaulters to regain eligibility for student aid if they make six consecutive monthly payments on defaulted loans.

■ Requires the Education Secretary to publish default rates for lenders, guarantee agencies, and servicers of student loans.

■ Requires the Education Secretary to prescribe a standard loan application and promissory note as well as standardized forms for processing and servicing loans.

■ Authorizes $25-million in fiscal 1993 for the Education Secretary to reduce student-loan defaults by 5 per cent from the prior year under a plan developed by the department.

■ Requires employees of and consultants to postsecondary-education institutions, lenders, guarantee agencies, servicers, accrediting agencies, and state licensing boards to report to the Secretary any financial interest they may have in any other entity participating in the aid programs.

■ Requires the Education Department to repay loans made after January 1, 1986, if the loan was falsely certified or if the borrower was unable to complete the program because the institution closed.

■ Limits loan eligibility for foreign medical schools to those whose programs are approved by a state government or where Americans make up less than 40 per cent of the student body and where at least 60 per cent of its most recent graduates passed a specified test.

■ Eliminates from the aid programs institutions that offer more than half of their courses as correspondence programs or who enroll more than half of their students in such courses.

■ Eliminates from aid eligibility institutions that enroll more than a quarter of their students from prisons, but provides for a waiver if the students are at a nonprofit institution and are pursuing an associate's or bachelor's degree.

■ Eliminates from aid eligibility institutions that have filed for bankruptcy or whose owner or chief executive officer has been convicted of or pleaded guilty to improper use of federal aid funds.

■ Makes proprietary schools ineligible for aid if they receive more than 85 per cent of their revenue from federal-aid programs.

■ Makes short-term courses ineligible for aid programs unless they meet quality standards to be developed by the Education Department.

■ Makes students in correspondence courses ineligible for aid unless they are pursuing an associate's, bachelor's, or graduate degree.

■ Permits aid officers to reduce aid for students in courses offered through telecommunications if the officers determine the cost is substantially lower than other courses.

■ Specifies that students who are pursuing a second bachelor's degree or second graduate degree are eligible for aid.

■ Requires the Education Department to match data with the Selective Service System to block aid to men who have not registered for the draft.

■ Requires the Education Department to verify the Social Security numbers of all aid recipients and to terminate a student's aid if the number proves incorrect.

■ Requires, to the extent practicable, that a guarantee agency insure that borrowers have only one lender, guarantee agency, or loan servicer for all their loans.

■ Eliminates the requirement that the Education Department provide a recorded hearing for institutions that dispute the results of a department audit or program review, but allows the institution to record the hearing at its expense.

■ Requires that an institution's aid programs be audited annually, not biennially.

■ Increases penalties for student-aid fraud to a fine of up to $20,000 and/or five years in prison and, for cases involving less than $200, a fine of up to $5,000 and/or a year in prison.

*Continued on Following Page*

# The Higher Education Amendments of 1992:

*Continued From Preceding Page*

■ Requires the Education Department to hold regional meetings with participants in student-aid programs during the process of developing student-aid regulations.

### Oversight of Eligible Institutions

■ Retains the three requirements of state licensing, private accreditation, and federal certification for institutions participating in aid programs.

■ Requires each state to identify a single entity to be responsible for reviewing post-secondary-education institutions and authorizes $75-million in fiscal 1993 for federal payments to the entities.

■ Requires states to review institutions identified by the Education Department that have met one or more of the following criteria:

1) Its default rate is greater than or equal to 25 per cent.

2) Its default rate is greater than or equal to 20 per cent and either more than two-thirds of its students receive federal aid or more than two-thirds of its expenditures are paid with federal aid.

3) More than two-thirds of its expenditures are paid with Pell Grants.

4) The Education Secretary has taken action against it in the past five years.

5) A finding in one of its two most recent audits required it to return more than 5 per cent of its aid funds to the government.

6) The Education Secretary cited it for failing to submit audits in a timely fashion.

7) It has a year-to-year fluctuation of 25 per cent in amounts received under the Pell Grant, Stafford loan, or supplemental-loan programs.

8) It has failed to meet financial-responsibility standards set by the Secretary.

9) It has had a change in ownership.

10) It is a non-public institution that has participated in student-aid programs for less than five years.

11) It is subject to "a pattern of student complaints" related to its management of student-aid programs or its misleading advertising or promotion.

■ Permits state entities to review institutions that the entities have "reason to believe are engaged in fraudulent practices."

■ Specifies that reviews conducted by state entities should, among other things, assure that institutions give students accurate information about courses and tuition, have standards of academic progress, comply with fire safety and health codes, have sufficient financial and administrative capacities, have adequate procedures for resolving student complaints, and have provisions for educating students if the institution closes.

■ Requires that state entities conducting reviews contract with a private accrediting association or another peer-review system to assess the quality of the institutions' courses, including the adequacy of the space, equipment, instructional materials, staff, and student-support services.

■ Requires that accrediting agencies expand their reviews to include student-loan default rates and compliance with student-aid rules, and to make public a summary of reviews that result in an institution's accreditation being denied, terminated, or suspended.

■ Requires that accrediting agencies be composed of one public member for every six members representing institutions accredited by the agency.

■ Bars the Education Secretary from establishing standards not included in the legislation, and prohibits the Secretary from basing decisions on approving agencies on standards that are not related to federal law.

■ Allows the Secretary to permit an institution to remain eligible while it searches for a new accrediting agency if the institution lost its accreditation or voluntarily withdrew because its religious mission conflicted with an accrediting standard not relevant to federal law.

■ Requires the Education Department to prescribe financial and administrative-capacity standards that institutions must meet to be eligible for aid.

■ Requires every institution participating in aid programs to be considered for re-certification within the next five years, with certifications lasting no more than four years.

■ Requires Education Department personnel to visit every institution that is to be certified or recertified and permits the department to charge the institution for the cost of the visit.

■ Requires the Education Department to establish a data base that contains information about an institution that has been compiled by the department, state licensing agencies, guarantee agencies, accreditors, and the Department of Veteran's Affairs.

## Requirements Not Related To Aid Programs

■ Requires institutions to report crime statistics for the two preceding calendar years on murder, sex offenses (forcible or non-forcible), robbery, aggravated assault, burglary, and motor-vehicle theft and to make students aware of crime-prevention programs and procedures for reporting crimes.

■ Requires institutions that offer athletic scholarships to report annually the revenues and expenses of their sports programs.

■ Requires that institutions disclose grants from a foreign source or contracts made with such a source if they total $250,000 or more in a calendar year.

■ Allows colleges to release crime records maintained by their law-enforcement units.

## Federal Outreach and Student-Service Programs

■ Continues Trio programs for disadvantaged high-school and college students and imposes new minimum grant levels.

■ Requires the Education Secretary to notify applicants for Trio grants of a decision at least eight months before their programs are to begin.

■ Bars the Education Secretary from requiring a separate director for any of the Trio programs if doing so would hinder coordination among the programs.

■ Requires that at least one-third of disabled students in the Student Support Services program on a campus be low-income individuals.

■ Creates the National Early Intervention Scholarship and Partnership Program to help states operate programs that educate low-income schoolchildren about college and that provide them scholarships if they attend college.

■ Requires that the early-intervention scholarships be equal to the maximum Pell Grant or 75 per cent of the in-state costs of four-year public universities, whichever is less.

■ Requires that recipients be less than 22 years old and have received a high-school diploma or its equivalent after Jan. 1, 1993.

■ Creates Presidential Access Scholarships for students who are eligible for Pell Grants, have completed college-preparatory programs, and have demonstrated academic achievement.

■ Specifies that a Presidential scholarship be equal to one-quarter of a student's Pell Grant or $400, whichever is greater.

■ Requires that a scholarship recipient be in a two-year college program and have completed the following courses in high school: four years of English, three years of science, three years of mathematics, three years of history (which may include one of social studies), and either two years of a foreign language or one year of computer science and one year of a foreign language.

■ Requires that scholarship recipients be ranked in the top tenth of their high-school class or have participated for at least 36 months in early-intervention program.

■ Creates Model Program Community Partnership and Counseling Grants for local education agencies that work with businesses, labor organizations, or community groups to counsel schoolchildren about college admissions requirements, admissions procedures, and student-aid opportunities.

■ Requires the Education Secretary to award a contract to create a computerized data base of all public and private student-aid programs that would be accessible to schools and libraries using telephone lines.

■ Continues the toll-free telephone line that the Education Department operates for students or parents with questions about student aid.

■ Establishes the Early Awareness Information Program to use advertising and other means to encourage people to attend postsecondary institutions and to make them aware of student-aid opportunities.

■ Authorizes the Education Secretary to contract with companies that process student-aid applications to process a pre-eligibility form at no cost to students that would advise them of how much aid they could expect to receive when they attend college.

■ Creates a program to provide two-year grants to local educational organizations to educate teachers, principals, and counselors about college admissions and student-aid procedures so that they may counsel students.

## Institutional Aid

■ Continues a grant program for institutions that enroll a large proportion of needy students.

■ Creates a program to provide grants to institutions where Hispanics represent more than one-quarter of the undergraduate enrollment.

■ Continues grant programs to strengthen historically black colleges and universities.

■ Adds the following institutions to the list of those eligible for aid to historically black graduate schools: Alabama A&M University, Florida A&M University College of Pharmacy and Pharmaceutical Sciences, Hampton University, Jackson State University, Morgan State University, North Carolina A&T University, North Carolina Central University School of Law, Southern University School of Law, Texas Southern University School of Law and College of Pharmacy and Health Sciences, University of Maryland Eastern Shore, and Xavier University of Louisiana College of Pharmacy.

■ Continues the Endowment Challenge Grant program to provide federal matching grants to encourage institutional fund raising.

## Facilities

■ Creates a program to provide states with matching funds that they are to award on a competitive basis to institutions seeking to improve academic and library facilities, but declares ineligible any institution that has received a direct, non-competitive award from the federal government within the two preceding fiscal years.

■ Creates a program that provides guarantees on loans received by historically black colleges for the repair or renovation of campus facilities, but specifies that the government will not guarantee more than $375-million at a time, of which $250-million may be for private black colleges and $125-million for public black colleges.

■ Consolidates a loan program for academic facilities and a loan program for housing facilities.

## Teacher Education

■ Creates a program to provide grants to state education agencies for teacher-education efforts, and provides that the size of the grant be determined by the state's portion of the nation's 5-to-17-year-olds and its portion of Chapter 1 funds for disadvantaged children.

■ Establishes at least one, and as many as three, National Teacher Academies to help teachers stay up to date in each of the following subjects: English, mathematics, science, history, geography, civics and government, and foreign language.

■ Creates a Teacher Corps Program to help states provide three-year scholarships of up to $5,000 a year to highly qualified individuals who are interested in teaching, and to direct them to jobs in schools where student achievement is poor and poverty is severe.

■ Creates a teacher-certification program to provide grants to states to develop or expand programs that enable "qualified professionals who have demonstrated a high level of subject area competence" become certified to teach.

■ Creates a demonstration program to provide grants to local school districts to pay half the cost of demonstrating ways to reduce class size.

■ Creates a middle-school demonstration program to provide grants to colleges and universities to develop model programs for training or retraining teachers who teach grades six through nine.

# *What They Mean for Colleges and Students*

SAM KITTNER FOR THE CHRONICLE

**In one of the last steps of the the 17-month reauthorization process, House and Senate conferees gather to draft the final version of the Higher Education Act.**

■ Creates a program to help states provide scholarships and other aid to minority-group school employees who want to become teachers.

■ Creates a program to help states or local agencies provide tutoring, counseling, and other services that are intended to prepare minority high-school students for teaching careers.

■ Creates a program to help colleges support teacher-education programs that lead to the placement of teachers in schools where minority children account for at least half of the population.

■ Creates the National Mini Corps Program to provide grants to colleges to encourage low-income and first-generation students to tutor and counsel disadvantaged schoolchildren.

■ Creates a program to provide grants to consortia of colleges and schools to improve foreign-language and area-studies instruction in schools.

■ Creates a program to provide grants to colleges or education agencies to encourage the use of technology in teaching foreign languages in elementary or secondary schools.

■ Creates a program to provide grants to states with fewer than 1,108,500 residents to develop model programs for education reform and teacher training.

■ Creates a program to award grants to colleges to develop model faculty-development programs that are designed to show high-school teachers and college faculty members how to teach students with disabilities.

■ Creates a program to award grants to colleges to enable them to prepare students for work in preschool programs or as counselors for young children who have been affected by violence.

■ Creates a program to provide grants to states to improve the education of staff members working in early-childhood development.

■ Authorizes the Education Department to contract with entities to develop a national or regional job bank for teachers.

■ Authorizes the Education Department to make grants to consortia of school districts and colleges to provide training for "school-based decision makers."

■ Reauthorizes the National Board for Professional Teaching Standards.

## International Education

■ Continues a program that provides grants to universities that operate centers for research on foreign language or area studies.

■ Continues a program that provides grants to universities that operate Language Resource Centers that are intended to improve the teaching of foreign languages.

■ Continues a program that pays half the cost of undergraduate international-studies and foreign-language programs.

■ Continues a program that provides grants to colleges that operate Intensive Summer Language Institutes for advanced foreign-language students or for teachers of foreign languages.

■ Continues a program that assists colleges and non-profit libraries to acquire periodicals and other research materials published outside the United States.

■ Creates a program of grants to campuses for international business centers that provide research and instruction that is intended to improve the nation's international competitiveness.

■ Continues a program that provides grants to colleges to foster links with the business community for purposes of educating business owners and improving the college's international curricula.

■ Creates an Institute for International Public Policy at a historically black college to be selected by the Education Department. The institute would be designed to increase the number of blacks and other minority-group members in international service by encouraging study abroad, language training, internships, and graduate work.

## Libraries

■ Repeals the College Library Resources program that provided grants to institutions where library spending was below average.

■ Continues the College Library Technology and Cooperation Grants program to provide grants of up to $25,000 to libraries or consortia of libraries to support acquisition and sharing of technology.

■ Continues the Library Education and Human Resource Development program to provide grants to libraries or library organizations for professional development programs and for research on improving libraries.

■ Continues a program to provide grants to "major research libraries" to make them more accessible to scholars.

■ Creates a program to provide aid to historically black colleges and others with large numbers of minority students to strengthen their library and information-science programs.

## Miscellaneous Programs

■ Reauthorizes the Tribally Controlled Community Colleges Act.

■ Continues a cooperative education program to provide grants to colleges that encourage work experience for students.

■ Continues the School, College, and University Partnerships program to provide grants to partnerships that help educate secondary-school students.

■ Creates the Articulation Agreement program to provide funds to states to promote agreements that help students at two-year colleges transfer to four-year institutions.

■ Creates a program to provide funds to partnerships involving colleges, local governments, and public-television stations to encourage the use of telecommunications to educate disabled college students and others.

■ Creates the Women and Minorities Science and Engineering Outreach Demonstration Program to provide matching grants to colleges to work with elementary and secondary schools in attracting female and minority-group students to undergraduate and graduate science and engineering programs.

■ Creates the Dwight D. Eisenhower Leadership Program to provide grants to colleges to teach leadership skills and to provide for internships in national and international organizations.

■ Continues Urban Community Service Grants to provide urban institutions with matching grants to work with private and civic organizations on solutions to urban problems.

■ Continues the Innovative Projects for Community Service program to provide grants to colleges to support community-service activities.

■ Creates the Literacy Corps Program and the Mentoring Corps Program to provide grants to colleges to establish for-credit courses in which students are required to provide literacy training for disadvantaged children and their parents or to act as mentors to disadvantaged children.

■ Creates a program to award a grant to a consortium of colleges to operate the National Center for the Workplace for research on problems in the workplace.

■ Authorizes the Education Department to award a grant for a National Clearinghouse for Postsecondary Education Materials that would make educational materials available to students with disabilities.

■ Authorizes the Education Department to make grants to colleges to help them develop and distribute information about disciplinary policies regarding sexual offenses and about aid available to victims.

■ Creates a program to enable states to reimburse needy students for the cost of taking Advanced Placement tests.

■ Allows colleges and universities to agree with each other to award aid based on need and to adopt "defined principles of professional judgment for determining student financial need."

■ Requires the Education Secretary to create within six months the post of Liaison for Community and Junior Colleges and to appoint someone who has graduated from and worked for a two-year college.

## Committees and Commissions

■ Reauthorizes the Fund for the Improvement of Postsecondary Education and requires it to finance grants to colleges to improve international exchanges and campus climate and culture.

■ Reauthorizes Congress's Advisory Committee on Student Financial Assistance and requires it to study the impact of the reauthorization bill and ways to simplify the student-loan programs.

■ Reauthorizes the National Advisory Committee on Accreditation and Institutional Eligibility.

■ Establishes the National Advisory Committee on Institutional Quality and Integrity to be composed of 15 members knowledgeable about postsecondary education who will be charged with assessing the procedures by which institutions become eligible for student aid.

■ Establishes a nine-member National Commission on Independent Higher Education to report within three years on state and federal policies that affect private colleges.

■ Establishes a 12-member National Commission on the Cost of Higher Education to report within two years on tuition trends, and to develop a standardized form for reporting annually the administrative, instructional, and capital costs of colleges.

## Studies

■ Requires the Education Department to report on the following subjects:

The role of guarantee agencies in student loans.

"The advisability of statutorily protecting officials of accrediting agencies" that are evaluating institutions for federal aid eligibility.

The number of students who refuse to repay their loans because an institution defrauded them.

Programs designed to make higher education more accessible to non-traditional students.

How student aid is coordinated with other federal benefit programs.

Factors that affect the college-going rates of disabled students, minority-group students, and other at-risk groups.

The effectiveness of programs that guarantee schoolchildren aid for postsecondary education.

The quality of information that it now collects about graduate education.

The extent to which asbestos, radon gas, and lead in drinking water are problems on college campuses (with the help of the Environmental Protection Agency).

The use of Pell Grants by prisoners.

—COMPILED BY THOMAS J. DeLOUGHRY

## Give & Take

**A donor to the University of Houston says he has learned that $51.4-million speaks louder than $2-million. So he asked for his gift back.**

In May 1991, LeRoy Melcher, a Houston investor, promised $2-million toward the cost of a new building for the UH Alumni Organization, which now occupies cramped quarters. The new building was to have large offices and meeting rooms and was expected to cost about $5-million.

Then, last fall, John and Rebecca Moores gave the university $51.4-million, with $25-million earmarked for a new athletics and recreation center. Soon after, the university decided the alumni organization would be housed in the new state-of-the-art center and scrapped plans for a separate alumni office.

The new plan, however, angered Mr. Melcher, a 1933 alumnus who says he has given the campus more than $5-million over the years.

"I don't think too much of anyone making a deal—and then making another deal when someone else with more money comes along," Mr. Melcher says.

The university returned $1-million he had already paid on his $2-million pledge. Asked in an interview if the incident will affect his future donations to the campus, Mr. Melcher didn't say Yes or No. But he did name other places to which he plans to give money.

University officials say the campus had problems raising enough money to pay for the alumni building. Mr. Melcher's gift was all that had been designated for the project.

The gift from the Moores, on the other hand, could easily cover the cost of incorporating the alumni offices in the new center, they say.

"Mr. Melcher's done a lot of good for the university over the years," says Richard A. Levy, director of communications for the Houston system. "It's a shame this had to happen."

■

**Looking to capitalize on the popularity of its affable leader, the University of California at Berkeley has made Chancellor Chang-Lin Tien the star of its latest fund-raising appeal.**

Seeking $3-million in unrestricted gifts for a fund known as the Chancellor's University Fund, the Berkeley campus has sent brochures and letters to alumni and friends that describe Mr. Tien's efforts to improve undergraduate education and help the institution remain accessible despite deep cuts in state support.

One brochure features a cover picture of the beaming chancellor beneath the text: "Q. Who's making sure that Cal stays affordable? A. Chancellor Tien."

University officials say the appeals are designed not to promote the chancellor personally, but to take advantage of his reputation around the state and on the campus. Mr. Tien has taught at Berkeley since 1959.

# Business & Philanthropy

## *60% of All Colleges Hit by Cuts in Operating Budgets, Survey Shows*

### Many raise tuition, freeze hiring, or delay repairs

*By Julie L. Nicklin*

WASHINGTON

THE MOST SEVERE financial pressures in a decade were the dominant concern of higher-education leaders last year as they scrambled to keep their institutions fiscally stable.

Nearly 60 per cent of all colleges and universities experienced cuts in their operating budgets in 1991-92, forcing many to raise tuition, freeze faculty hiring, offer fewer sections of courses, or delay building repairs.

Those findings come from a report of a survey, *Campus Trends, 1992*, released here this week by the American Council on Education. The survey, which is conducted annually, tracks academic and administrative changes at colleges and universities.

Administrators of 411 institutions responded to the survey, which covered issues ranging from financial problems to student enrollment to faculty hiring. The results were then adjusted statistically to represent nationwide trends.

Administrators at only 36 per cent of the nation's colleges and universities rated their institutions' financial health as "excellent" or "very good."

"Most colleges and universities are really taking it on the chin these days," said Elaine El-Khawas, the council's vice-president for policy analysis and research, who conducted the survey. "It's very serious when the majority of higher-education institutions are having financial problems at the same time."

### Public Colleges Feel the Brunt

Public colleges have felt the brunt of the recession more than their private counterparts, the report says.

Nearly 50 per cent of all four-year public institutions worked in 1991-92 with operating budgets that were the same as, or lower than, those of the previous year. In contrast, only 33 per cent of all private institutions worked with reduced budgets in the same period. In fact, the report says most private colleges increased their budgets by 5 to 10 per cent.

Administrators at both public and private colleges fear that if the financial problems continue, institutions will not be able to afford as much faculty research as in the past, that their institutions' growth will slow, and that more money will have to go to financial aid to make sure that students can afford a college education.

The budget problems aren't keeping students away, however. Last fall, higher education experienced a record high enrollment of 14.2-million students, the report says. Over the past five years, two-year colleges experienced the greatest growth, with 9 out of 10 reporting increased enrollments. And the number of students over the age of 25 continued to grow on most campuses.

Ms. El-Khawas said the findings also showed that the decline in the number of high-school graduates had not hurt college enrollments as much as some had predicted.

### 'Beginning of a Turnaround'

In 1991-92, more than half of all institutions admitted a larger freshman class than they had the previous year. The higher enrollments followed two years in which the number of institutions reporting increases in freshmen had dropped, the report says.

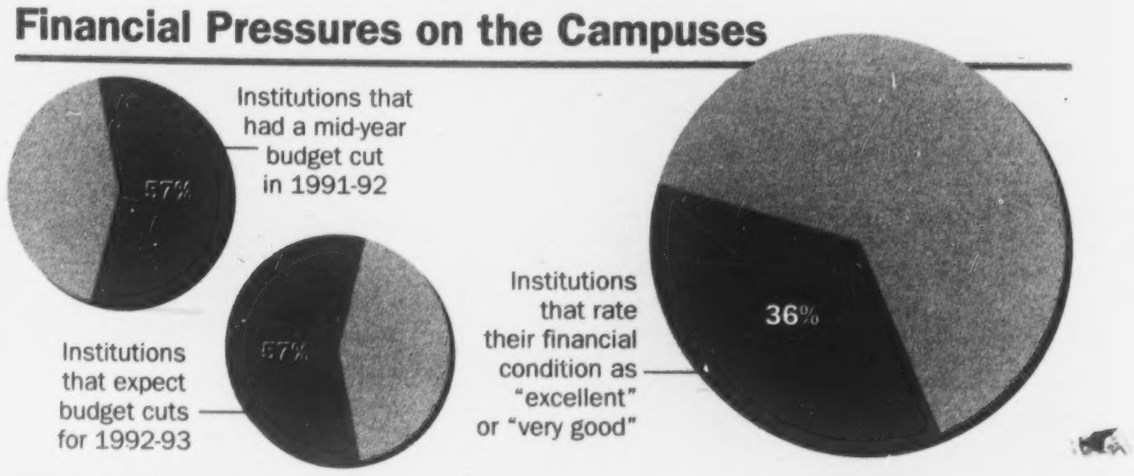
Ms. El-Khawas said most of the new freshmen were of traditional college age. "That's a signal of the beginning of a turnaround," she said.

But as more students entered college, hiring freezes and layoffs provoked by budget constraints reduced faculty size. About 20 per cent of the colleges said they had cut full-time faculty numbers, up from 5 per cent in 1990.

The survey indicates, however, that the trend will reverse. Over half of all institutions expect to step up their faculty hiring, largely because of retirements and increased enrollments.

Copies of the report are available for $13, prepaid, from the ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington 20036. ■

### Financial Pressures on the Campuses


57%
Institutions that had a mid-year budget cut in 1991-92
57%
Institutions that expect budget cuts for 1992-93
36%
Institutions that rate their financial condition as "excellent" or "very good"

| | Total | Public 2-year | Public 4-year | All private |
|---|---|---|---|---|
| **SHORT-TERM IMPACT** | | | | |
| **Most frequently cited responses:** | | | | |
| Increased student fees | 65% | 67% | 81% | 55% |
| Achieved greater efficiency in some operations | 58 | 55 | 50 | 66 |
| Postponed spending for buildings and equipment | 57 | 61 | 66 | 47 |
| Re-allocated resources productively | 46 | 48 | 40 | 47 |
| Reduced library acquisitions | 40 | 36 | 58 | 34 |
| Increased class size in introductory courses | 37 | 45 | 52 | 21 |
| Imposed a freeze on hiring in regular faculty positions | 35 | 45 | 48 | 17 |
| Reduced administrative staff | 35 | 29 | 46 | 34 |
| Reduced number of courses or sections | 33 | 33 | 49 | 25 |
| Delayed or reduced salary increases | 32 | 32 | 36 | 31 |
| Held off on introducing new programs | 32 | 46 | 43 | 10 |
| Provided no salary increases for administrators and staff | 30 | 37 | 48 | 14 |
| Made new, creative decisions | 28 | 23 | 27 | 35 |
| Provided no salary increases for faculty members | 27 | 32 | 42 | 13 |
| **POSSIBLE LONG-TERM IMPACT** | | | | |
| **Most frequently cited responses:** | | | | |
| Increased reliance on tuition revenue | 50% | 62% | 59% | 30% |
| Re-allocation of resources among departments | 48 | 57 | 57 | 31 |
| Labs and equipment will be more dated | 47 | 60 | 55 | 24 |
| More maintenance will be deferred | 46 | 59 | 58 | 22 |
| Slower expansion of new technology | 44 | 53 | 45 | 31 |
| More programs will be revenue generating | 37 | 39 | 26 | 42 |
| Slower growth than planned | 35 | 46 | 33 | 24 |
| More institutional money for student aid | 27 | 15 | 15 | 50 |
| Fewer programs and courses | 25 | 30 | 30 | 14 |

Note: The figures are based on responses to a survey sent to senior administrators at 510 colleges and universities in the spring of 1992. The response rate was 81 per cent.

**SOURCE:** American Council on Education

CHRONICLE CHART BY JOJO GRAGASIN

# THE CHRONICLE
of Higher Education ®

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## *Quote, Unquote*

**NOTICE**
The next issue
of The Chronicle,
dated August 26,
will be mailed August 21

News Summary: Page A3

"It's like an issue to win with, rather than an issue to do anything about."
**A dean, on President Bush's education agenda: A19**

"Who else ever stood up before and said: 'Education is important and I feel responsible even though I'm responsible for only 5 per cent of the funding.' "
**A university president, who is an adviser to the President: A19**

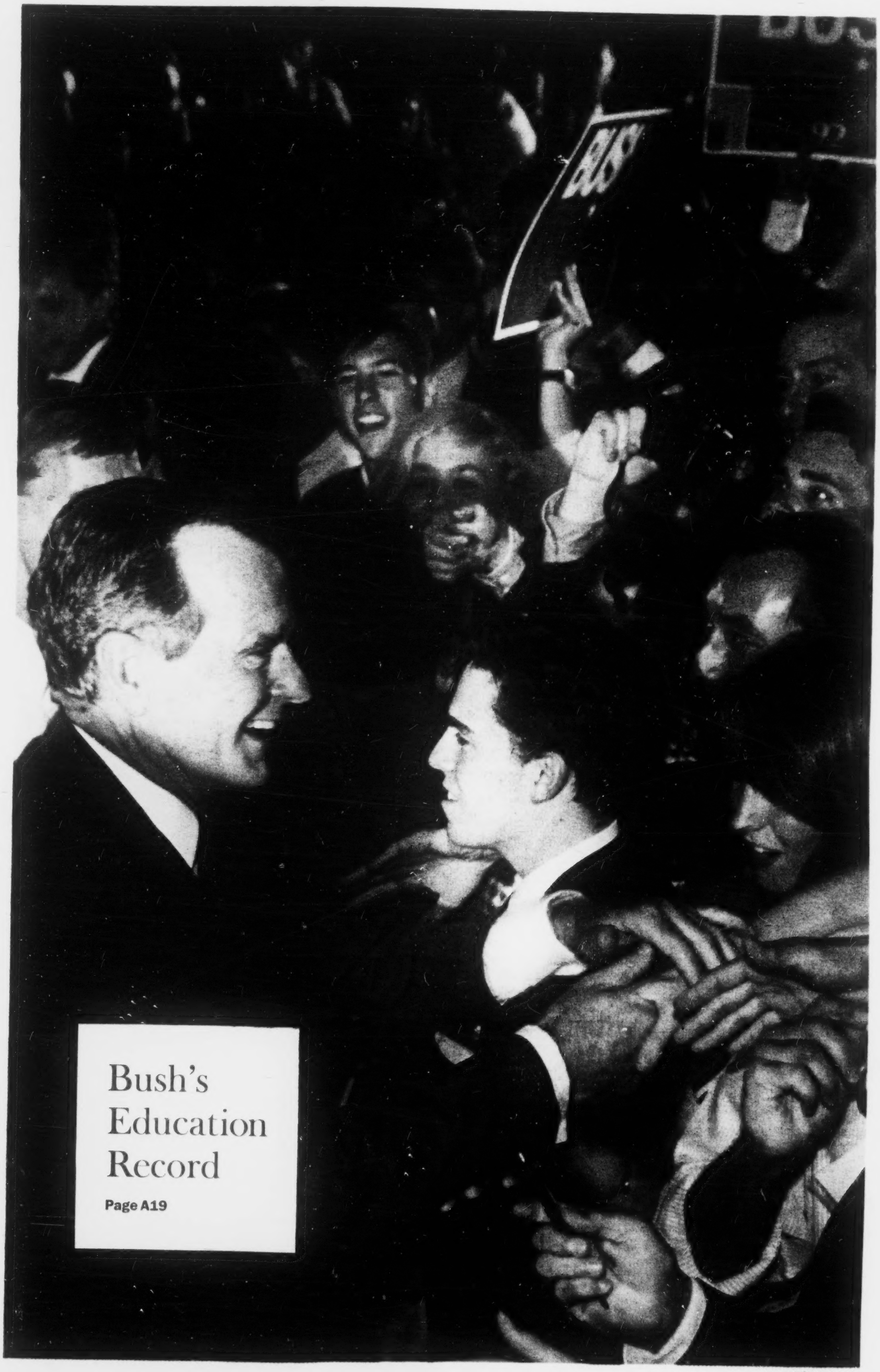
"Many of my students know more about President Bush via Dana Carvey's 'Saturday Night Live' impersonations than they do from news accounts."
**A communications professor, on TV's effect on politics: B1**

"People are realizing that when we get to the other side of this recession, it isn't going to be business as usual."
**Vice-president of the American Association for Higher Education: A25**

"Every summer I wonder what is the fate of the African-American males on my campus. I tell the young men to be careful and come back. Anybody could want to take them out."
**An assistant dean of freshmen: A27**

"There's no life there. I didn't want to get caught in the crossfire. It's not too exciting here, but at least I'm not dodging bullets."
**A senior at the U. of Iowa: A27**


| SECTION 1 | PAGES A1-40 |
|---|---|
| Athletics | A30 |
| Business & Philanthropy | A25-26 |
| Gazette | A33 |
| Fact File | A30 |
| Government & Politics | A18-23 |
| Information Technology | A15-17 |
| International | A31-32 |
| Personal & Professional | A13-14 |
| Scholarship | A6-12 |
| Students | A27-29 |
| **SECTION 2** | **PAGES B1-40** |
| Bulletin Board | B4-39 |
| Opinion, Letters | B1-3 |

## Bush's Education Record

**Page A19**

AP/WIDE WORLD

## MARGINALIA

If we write it, this will be the final "Marginalia" column in the current volume of *The Chronicle*.

Then, after time out for our "Almanac" issue, we'll start all over again.

How tempting it is to take the week off!

Our desk is a mess. Letters lie in our in-basket, unanswered. Eleven members of our staff have asked for just a minute of our time. Decisions, large and small, are as yet unmade. (Should we continue our summertime practice of printing a big picture on Page 1 of this newspaper, or go back to a more conventional design? Should we rename our "Business & Philanthropy" section? Should we print our reporters' bylines in boldface type or italic?)

■

The weather outside our office is superb.

Our garden needs weeding.

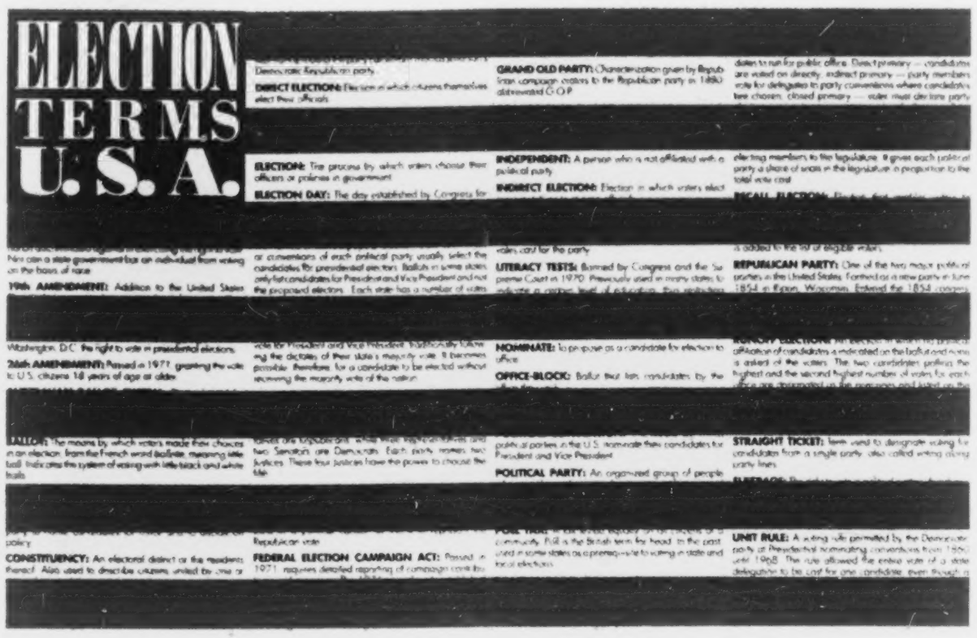
We have six new books to read.

We . . .

We'll be back in September.

—C.G.

# In Brief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U. OF TULSA

### University of Tulsa teaches students about political elections

TULSA, OKLA.—The University of Tulsa has produced a poster called "Election Terms U.S.A.," which it plans to distribute to high-school history and social-studies classes in Arkansas, Kansas, Mississippi, Oklahoma, and Texas.

The poster (*above*) includes definitions of 48 terms and explanations of the four Constitutional amendments that guarantee citizens the right to vote. The definitions explain the origins of the Republican and Democratic parties and their symbols, the elephant and the donkey. Tulsa spent $2,500 to produce the posters. ■

### Bookstore officials are arrested

UNIVERSITY PARK, PA.—Two former Pennsylvania State University bookstore officials were charged last week with stealing $37,742 in money and services from the institution.

Following a five-month investigation, university police arrested John S. Bischoff, director of auxiliary services for the university, and William A. McVicker, director of the bookstore here. Both men, who had resigned from their posts last month, were arraigned in state court.

Police said the arrests completed their investigation as well as an internal audit of the bookstore that the university had been conducting.

Mr. Bischoff, who had worked at the university for more than 20 years, oversaw the system's 22 bookstores as well as its ice rink, bowling alley, and tennis club. Mr. McVicker reported to Mr. Bischoff. The charges against both men include submitting false vouchers and failing to deposit money earned at special sales events that the bookstore held. If found guilty, each man could be charged up to $15,000 and sentenced to as many as seven years in prison. ■

### Bank merger is boon to college

EVERETT, WASH. — The nation's largest bank merger has proved to be a boon to Everett Community College. When Bank of America merged with Security Pacific Bank, company officials determined they did not need the corporate library housed at the Security Pacific headquarters in Seattle. So Security Pacific donated its 3,000-volume library to the college, which has been struggling to rebuild its collection since a fire destroyed its library in 1987. The collection includes books on business and the stock market. ■

### Students use Lego castle to learn engineering

CINCINNATI — The University of Cincinnati College of Engineering and the U.S. Environmental Protection Agency sponsored two week-long programs to give middle-school students insights into engineering and the environment.

The students took a series of field trips to learn how drinking water is treated and what happens to garbage. They also learned principles of engineering by using a computerized program to build labor-saving devices for characters inside a 12,000-block Lego castle (*right*). ■

LISA SOUDERS

MIKE GRYNIEWICZ

### Students take 'Sun Warrior' to Japan

MILWAUKEE—Marquette University engineering students will enter their 19-foot *Sun Warrior* in a solar-powered boat race to be held in Japan this month. The craft is one of 50 that will be competing in the Mikata Grand Solar Challenge and is the only boat entered by a team from an American university.

Seventeen students worked on the *Sun Warrior* (*left*), a catamaran, as a senior design project. Sixteen solar panels provide power for the boat's two engines, but it could run on conventional batteries if necessary.

Solar-powered boats may be the wave of the future because they don't emit pollutants and do not make the noise that many fishing and pleasure boats do, said Robert L. Reid, dean of Marquette's College of Engineering. ■

### Teach for America faces deficit

NEW YORK—Teach for America, which has enjoyed remarkable success in fund raising since it was founded in 1989, is now facing a $2.5-million deficit in its operating budget of $6.9-million. The group was started by Wendy Kopp, a graduate of Princeton University, to recruit college graduates without education degrees to become teachers in some of the nation's toughest schools.

But the soured economy has left corporations and foundations unable to give as much money this year, a spokesman for the group said. Funds are raised to cover the group's training institute, regional offices, and administration.

Teach for America officials hope to bring in more money before the fiscal year ends next month. Despite the deficit, the group plans to add two teaching sites this fall. Last year it had 10. ■

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# *NCAA Releases Data on Graduation Rates of Individual Colleges*

By DOUGLAS LEDERMAN

For the first time ever, the National Collegiate Athletic Association has released information about the graduation rates of its member colleges' athletes on a campus-by-campus basis.

In past years the association published only a summary of the graduation rates for all colleges in Division I, its top competitive level. But prodded by federal lawmakers who sought more complete disclosure about the academic success of athletes and other students, NCAA members agreed to make the data public beginning this year.

A federal law that requires the publication of graduation rates at all colleges that receive federal aid will take effect next year.

Last week the association released a 625-page report featuring two pages on each of the 297 colleges in Division I.

Among other things, the NCAA's report provided a look at how many scholarship athletes and other full-time students had earned their degrees within six years after they enrolled. The information on students and athletes was broken down by sex and race; the data on athletes also include some breakdown by sport.

But in response to the concern of college officials that individual athletes on teams with small numbers of players might be identified, the NCAA provided, for each sport, a graduation rate and an estimate of the number of athletes in the pool.

### Counselors and Coaches

The federal law requires colleges to provide the form to prospective athletes and their parents, to guidance counselors, and to high-school coaches.

Like a survey last month by *The Chronicle*, the NCAA report did not provide information about the graduation rates of athletes at the eight Ivy League colleges and the three U.S. service academies, since they do not give athletic scholarships. The data below include graduation-rate information for 32 of the 39 Division I colleges that did not participate in *The Chronicle* survey (July 22).

Seven institutions—the College of Charleston, Coppin State, Northeastern Illinois, and Southern Utah Universities, the State University of New York at Buffalo, and the Universities of Missouri at Kansas City and North Carolina at Greensboro, did not provide information because they had not joined Division I at the time the players in the pool enrolled. ■

# ATHLETICS NOTES

- **NCAA puts U. of Texas–Pan American on 3 years' probation**
- **Football coach at Newberry College resigns over his résumé**

**The National Collegiate Athletic Association last week put the University of Texas–Pan American on three years' probation because of major rules violations in its men's basketball program.**

Because the university's women's basketball team had been punished for major violations two years ago, the NCAA's infractions committee hit Texas–Pan American with some of the association's penalties for major repeat violators—the so-called death penalty.

The panel stopped short of the complete ban on competition that it imposed on Southern Methodist University's football team in 1987. But it cut short Pan American's 1992-93 basketball season by five games, barred the team from appearing on television or in postseason play next year, and cut its scholarships to 10 in 1992-93 and 12 in 1993-94.

The infractions panel said Pan American officials had failed to maintain control over the basketball program, resulting in a "pattern of violations" that "flourished" for several years. The violations included unethical conduct by the former basketball coach.

■

**Newberry College's football coach has quit amid reports of discrepancies between his résumé and his work experience.**

Brad Senter said he had quit because *The State* newspaper of Columbia, S. C., was set to run a story showing that he had exaggerated his duties in prior jobs. *The State* also reported a former coach's claim that Newberry's president knew about the divergence. —D.L.

## PEOPLE IN ATHLETICS

**Elizabeth Alden,** graduate assistant to the associate director of men's athletics at U. of Iowa, to director of athletics at Webster U.

**Bill Byrne,** athletics director at U. of Oregon, to athletics director at U. of Nebraska.

**Barbara Camp,** associate director of athletics at U. of California at Irvine, to acting director.

**Tom Collins,** assistant commissioner of Big South Conference, to athletics director at Campbell U.

**Rick Creehan,** associate director of athletics and baseball coach at Allegheny College, to athletics director.

**Peter Dees,** men's basketball coach at Truett-McConnell College, to athletics director and men's soccer coach.

**Patricia Dolan,** director of women's athletics at U. of Wisconsin at Superior, also to acting director of men's athletics.

**Leon Drury,** athletics director at Bryant College, has been dismissed.

**Dennis Farrell,** associate commissioner of the Big West Conference, to commissioner.

**Thomas Ford,** athletics director at U. of California at Irvine, to assistant executive director of the National Association of Basketball Coaches.

**Bruce A. Grimes,** former athletics director at West Texas State U., to athletics director at Fort Lewis College.

**Ted Kissell,** associate director of athletics for sports programs and external operations at U. of Arizona, to athletics director at U. of Dayton.

**Roger Sayers,** president of U. of Alabama, has been named chairman of the College Football Association's Board of Directors.

**Robert J. Talbot,** dean of admissions and financial aid at Catholic U. of America, to athletics director.

**Jeff Thompson,** athletics director at U. of Colorado at Colorado Springs, has announced his resignation, effective September 30.

**Charles E. Young,** chancellor of the U. of California at Los Angeles, has been named Division I chair of the National Collegiate Athletic Association's presidents' commission.

## Graduation Rates of Scholarship Athletes at 32 NCAA Division I Colleges

| | White male athletes | | Black male athletes | | White female athletes | | Black female athletes | | All athletes | | Refined graduation rate ‡ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Proportion graduated | Total | Proportion graduated | Total | Proportion graduated | Total | Proportion graduated | Total | Proportion graduated | Total | Proportion graduated |
| Alabama State U | 0 | — | 117 | 28.2% | 0 | — | 30 | 46.7% | 147 | 32.0% | 47 | 100.0% |
| Alcorn State U | 0 | — | 87 | 27.6 | 0 | — | 19 | 63.2 | 106 | 34.0 | 86 | 40.7 |
| Boston U | 54 | 66.7 | 9 | 77.8 | 27 | 77.8 | 3 | 100.0 | 114 | 72.8 | 96 | 88.0 |
| Brigham Young U | 90 | 30.0 | 7 | 0.0 | 38 | 60.5 | 1 | 0.0 | 160 | 36.3 | 115 | 49.6 |
| Butler U | 40 | 77.5 | 2 | 0.0 | 20 | 70.0 | 0 | — | 62 | 72.6 | 57 | 89.5 |
| Campbell U | 38 | 52.1 | 8 | 25.0 | 7 | 85.7 | 3 | 33.3 | 57 | 52.6 | 44 | 100.0 |
| Delaware State U | 3 | 33.3 | 47 | 42.6 | 0 | — | 13 | 61.5 | 64 | 46.9 | 48 | 68.8 |
| Duke U | 68 | 91.2 | 13 | 84.6 | 17 | 100.0 | 1 | 100.0 | 103 | 92.2 | 103 | 96.1 |
| Georgetown U | 9 | 77.8 | 10 | 70.0 | 12 | 83.3 | 3 | 66.7 | 35 | 77.1 | 29 | 93.1 |
| Grambling State U | 3 | 33.3 | 132 | 39.0 | 4 | 100.0 | 47 | 59.6 | 198 | 48.0 | 93 | 95.7 |
| Hofstra U | 15 | 66.7 | 2 | 50.0 | 19 | 84.2 | 0 | — | 55 | 60.0 | 34 | 97.1 |
| Jackson State U | 0 | — | 105 | 31.4 | 0 | — | 20 | 50.0 | 125 | 34.0 | 64 | 70.3 |
| McNeese State U | 83 | 38.6 | 40 | 10.0 | 17 | 47.1 | 9 | 33.3 | 157 | 31.8 | 108 | 50.0 |
| Morgan State U | 1 | 100.0 | 92 | 38.0 | 0 | — | 32 | 37.5 | 125 | 38.0 | 102 | 44.1 |
| North Carolina A&T State U | 0 | — | 60 | 31.7 | 0 | — | 13 | 61.5 | 73 | 37.0 | 35 | 77.1 |
| Northwestern U | 68 | 83.8 | 20 | 75.0 | 34 | 79.4 | 3 | 66.7 | 129 | 81.0 | 131 | 93.1 |
| Pennsylvania State U | 80 | 57.0 | 20 | 60.0 | 41 | 73.2 | 4 | 75.0 | 155 | 63.0 | 151 | 76.0 |
| Prairie View A&M U † | | | | | | | | | | | | |
| Saint John's U | 54 | 75.9 | 8 | 75.0 | 20 | 85.0 | 3 | 66.7 | 89 | 78.7 | 107 | 93.0 |
| Samford U | 4 | 75.0 | 1 | 100.0 | — | — | — | — | 5 | 80.0 | 11 | 81.8 * |
| San Diego State U | 40 | 27.5 | 18 | 22.2 | 21 | 33.3 | 9 | 22.2 | 92 | 26.1 | 90 | 32.2 |
| Seton Hall U | 18 | 66.7 | 10 | 60.0 | 15 | 33.3 | 2 | 50.0 | 46 | 52.2 | 34 | 79.4 |
| Southeast Missouri State U | 43 | 32.6 | 34 | 32.4 | 25 | 48.0 | 10 | 20.0 | 116 | 36.2 | 82 | 51.2 |
| Southern U | 0 | — | 79 | 29.1 | 0 | — | 29 | 31.0 | 114 | 29.8 | 78 | 43.6 |
| Temple U | 80 | 55.0 | 48 | 37.5 | 37 | 81.1 | 17 | 70.6 | 191 | 56.0 | 172 | 66.9 |
| Tennessee State U | 0 | — | 75 | 26.7 | 0 | — | 19 | 42.1 | 94 | 29.8 | 73 | 41.1 |
| Texas Southern U | 0 | — | 47 | 12.8 | 0 | — | 23 | 8.7 | 81 | 11.1 | 31 | 29.0 |
| U of Arkansas at Little Rock † | | | | | | | | | | | | |
| U of Detroit | 31 | 61.3 | 7 | 14.3 | 17 | 35.3 | 5 | 40.0 | 64 | 46.9 | 43 | 72.1 |
| U of South Alabama | 14 | 42.9 | 7 | 0.0 | 9 | 44.4 | 8 | 37.5 | 45 | 40.0 | 25 | 84.0 |
| Utah State U | 41 | 29.3 | 8 | 37.5 | 32 | 37.5 | 4 | 0.0 | 96 | 31.3 | 68 | 67.6 |
| Villanova U | 27 | 81.5 | 3 | 100.0 | 31 | 90.3 | 0 | — | 63 | 85.7 | 65 | 86.2 |

† Prairie View A&M U. did not provide the NCAA with a copy of its Graduation Rates Disclosure Form, while the U. of Arkansas at Little Rock told the NCAA that it was unable to provide the information because of problems in its record keeping.

*Samford provided only partial information to the NCAA.

‡ The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution in good academic standing before, or continued to be enrolled in good standing after, their sixth year.

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

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# THE CHRONICLE

OF HIGHER EDUCATION

# *Almanac*